

ARTICLE

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Peran Guru dalam Mengembangkan Keterampilan Abad 21 pada Pembelajaran di Sekolah Dasar

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Abstract

This paper provides a template for preparing papers for electronic production of the Journal of Education Technology. A well-prepared abstract enables the reader to identify the basic content of a document quickly and accurately, to determine its relevance to their interests, and thus to decide whether to read the document in its entirety. The Abstract should be informative and completely self-explanatory, provide a clear statement of the problem, the proposed approach or solution, and point out major findings and conclusions. The Abstract should be 150 to 250 words in length. The abstract should be written in the past tense. Standard nomenclature should be used and abbreviations should be avoided. No literature should be cited. The keyword list provides the opportunity to add keywords, used by the indexing and abstracting services, in addition to those already present in the title. Judicious use of keywords may increase the ease with which interested parties can locate our article.

1. INTRODUCTION

Krisis adab telah menjadi isu mendasar yang menggerogoti sendi-sendi kehidupan berbangsa dan bernegara di Indonesia. (Rafliyanto, 2025) dalam penelitiannya mengungkapkan bahwa disintegrasi moral di institusi pendidikan tidak hanya bersumber dari internal diri peserta didik, melainkan juga diperparah oleh melemahnya sistem bimbingan, minimnya teladan dari tenaga pendidik, serta ketidakseimbangan antara orientasi akademik dan pengembangan karakter. Fenomena ini sejalan dengan temuan (Bilkis dkk., t.t.) yang menyoroti penurunan adab, perilaku menyimpang, serta lunturnya rasa tanggung jawab di kalangan generasi muda sebagai indikator urgensi pendidikan karakter dalam merespons krisis moral. Kondisi ini

mengisyaratkan bahwa hilangnya orientasi peradaban bukan sekadar gejala permukaan, melainkan cerminan dari erosi nilai-nilai dasar yang seharusnya menjadi fondasi interaksi sosial.

Di antara berbagai dimensi adab, disiplin waktu menempati posisi strategis sebagai manifestasi konkret penghormatan terhadap diri sendiri dan orang lain. Waktu yang tidak dikelola dengan baik bukan hanya menimbulkan ketidak efektifan administratif, tetapi juga menandakan rapuhnya kesadaran moral individu (Pertiwi dkk., 2023). Dalam konteks pendidikan karakter, ketepatan waktu merupakan indikator sejauh mana seseorang menginternalisasi nilai-nilai hormat, tanggung jawab, dan kedisiplinan, (Zs & Azha, 2025) membuktikan bahwa

efektivitas latihan kader berpengaruh signifikan terhadap kompetensi kepribadian peserta. Namun, (Hasdiansyah & Suryono, 2016) menemukan hambatan utama dalam pelatihan kader adalah kurangnya kedisiplinan pemateri maupun peserta, yang mengindikasikan bahwa krisis adab dimulai dari keteladanan yang lemah. Ketika disiplin waktu luntur, secara otomatis nilai-nilai adab lainnya turut tergerus, menciptakan siklus degenerasi moral yang berlarut-larut.

Fenomena krisis adab dalam praktik kegiatan kaderisasi juga teramati di wilayah Sukoharjo, khususnya pada pelaksanaan follow-up materi Latihan Kader Tingkat 1. Kegiatan pendidikan lanjutan ini dirancang untuk memperdalam lima materi fundamental HMI, yaitu Mission, Nilai Dasar Perjuangan (NDP), Sejarah Peradaban Islam, Sejarah Perjuangan HMI, Kepemimpinan dan Manajemen Organisasi (KMO), serta Konstitusi. Kelima materi tersebut disampaikan oleh pemateri yang ditunjuk secara spesifik untuk bertanggung jawab atas setiap pokok bahasan, dengan moderator yang berasal dari peserta LK 1 itu sendiri. Pemilihan waktu pelaksanaan acara merupakan hasil kesepakatan bersama antara para pemateri dan peserta follow-up, yang secara resmi ditentukan pukul 15.30 WIB dan berlangsung di Sekretariat HMI Cabang Sukoharjo.

Namun, realitas di lapangan menunjukkan kesenjangan yang cukup signifikan antara jadwal yang disepakati dengan kenyataannya. Meskipun kesepakatan jam 15.30 WIB telah digagaskan dengan jelas, para pemateri baru tiba pada pukul 19.00 WIB. Keterlambatan selama tiga setengah jam dari jadwal yang telah disepakati bersama. Keterlambatan ini bukan hanya melibatkan pemateri, melainkan juga sebagian besar peserta follow-up yang hadir pada waktu yang sama. Fenomena ketidaktepatan waktu ini, yang terjadi secara berulang, bukan sekadar masalah administratif belaka, melainkan indikasi

awal dari penurunan adab yang memerlukan kajian mendalam. Bagaimana fenomena ini terbentuk, apa faktor pendorongnya, dan bagaimana implikasinya terhadap semangat kaderisasi menjadi pertanyaan krusial yang perlu digugus melalui pendekatan fenomenologis.

Berdasarkan uraian tersebut, penelitian ini merumuskan dua pertanyaan utama: (1) Bagaimana praktik disiplin waktu dalam follow-up materi Latihan Kader Tingkat 1 di Sukoharjo? dan (2) Bagaimana fenomena ketidaktepatan waktu tersebut mencerminkan krisis adab dalam kegiatan kaderisasi? Tujuan penelitian ini adalah untuk menggugus secara fenomenologis praktik disiplin waktu pada follow-up materi latihan kader 1 di Sukoharjo serta menganalisis implikasinya terhadap upaya mengatasi krisis adab dan hilangnya orientasi peradaban.

Article Type

Articles are original articles of research results or review results from previous articles. Articles can be written in Indonesian or English. The number of pages of articles between 10 - 12 pages includes a list of references. The systematic writing of the research article consists of title, author's name, institution and correspondence address, abstract, keywords, abstract, keywords, introduction, methods, results and discussion, conclusions and suggestions, gratitude and reference list. (Aditya Dharma, 2019; R. N. K. Rambe, 2018). The systematic conceptual article writing (containing the results of the review) consists of the title, author's name, institution and correspondence address, abstract, keywords, abstract, keywords, introduction, core part, summary and list of references.

The title of the article is written using 16 size Cambria letters, capitalized, bold, Align Right, consisting of a maximum

of 15 words and describing the contents of the manuscript. The author's name is written using the size 12 letters *Cambria* not accompanied by a title, the first name is abbreviated while the last name (surname) is not abbreviated. Names of authors from different agencies are marked using a superscript behind the name. Manuscripts are presented narratively (without numbering in front of subtitles) and presentation in the form of subtitles is avoided. The formula is written separately not in the sentence and equipped with numbering on the right. The formula is written using Microsoft equation.

$$x + y = 2 \quad (1)$$

The picture is inserted in the *text box* and the *figure caption* is placed below the image. The caption of the image is numbered and the image must be referred to in the text. Captions begin with *uppercase* letters. Captions of images with more than one line are written using line spacing 1. The image is drawn with a line width of 1pt and should have good contrast quality.

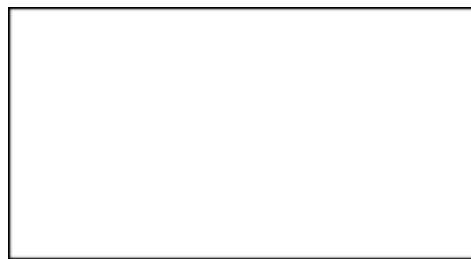


Figure 1. Plots of lineation (L) and FeO content showing negative correlation

The table is created with a line width of 1pt and the table caption is placed above the table. Information on tables consisting of more than 2 rows is written using 1 line

spacing. The table lines are only horizontal lines while vertical lines are omitted. Example of how to write [table 1](#).

Tabel 1. Tabel Siklus 1 Hasil Belajar Siswa Dalam Siklus 1

No	Nama Siswa	Nilai	Predikat
1	Budi	80	Tuntas
2	Rudi	70	Tuntas
3	Putu	70	Tuntas

2. METHOD

Contains how data is collected, data sources and ways of data analysis.

3. RESULT AND DISCUSSION

Result

Results are the main part of scientific articles, containing: final results without data analysis process, hypothesis testing results. Results can be presented with tables or graphs, to clarify the results verbally.

Discussion

Discussion is the most important part of the entire contents of scientific articles. The objectives of the discussion are: answering research problems, interpreting findings, integrating findings from research into existing sets of knowledge and composing new theories or modifying existing theories.

4. CONCLUSION

Contains conclusions and suggestions. Conclusions include answers to research questions. Suggestions refer to the results of the study and take the form of practical actions, mention to whom and for what advice is intended. Written in essay form, not numerical form.

5. ACKNOWLEDGE

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6. REFERENCES

The references consist of the author's name, year of publication, article title, city name and publishing institution. The reference list is sorted according to the first letter of the author's name (A-Z). The second word in the name agreed as a family name. Authors may follow the APA 5th Publication Manual to write references. All references referred to in the text must be written in the reference list. Preferred references are articles taken from the latest journals / publications no later than 5 years before article submission (paper submission). Example of how to write references:

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